

TEACHER'S MANUAL

AND KEY

FOR **LEPANTO GRAMMAR**

SIXTH YEAR

Rev. Paul E. Campbell *and* Sister Mary Donatus MacNickle, C.I.M.

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421 S. LOCHSA STREET

POST FALLS, ID 83854

(208) 773-7265

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INTRODUCTION

LEPANTO GRAMMAR is a series of language books written for pupils in Catholic schools. The title suggests what is actually to be found in the books—pleasant journeys into new fields, scenes from life in its thousand interesting aspects. The series is called the Spirit of Adventure Series because every page invites the pupil to attempt something that will try his powers. There is a book for each year from the third to the eighth grade.

In this manual the authors have attempted to explain their philosophy and purpose, to offer suggestions concerning the teaching of language activities which are engaged in at sixth-grade level, and to show how much of the material is to be covered in any given lesson. The manual likewise contains a key to the class exercises.

The underlying philosophy

Certain basic assumptions which have guided the authors in the preparation of this series are:

1. The primary purpose of teaching English is to enable the child to speak and write correctly and effectively. The Catholic teacher adds to this motive the developing of Catholic-minded adults, fitted by their training to speak and write persuasively that others may be attracted by them to a Christian way of living.

2. The Catholic teacher consciously includes in the English program a thorough training in those social graces which make smoother and more pleasant the contact of his students with their fellow men. The authors agree with the Commission on American Citizenship that "the child must not only learn how to speak but when to do so; not only how to choose a topic but how to consider his listener or reader in its presentation. Through using these skills in a natural way in the many social situations of school living, the child comes to recognize the need for their use in activities of every day."¹ They believe that all expressions should be functional, in an audience situation, and in a setting as natural and lifelike as possible.

¹ Sister Mary Joan, O.P., and Sister Mary Nona, O.P. *Guiding Growth in Christian Social Living*. Washington, D. C.: The Catholic University of America Press, 1944. Vol. I, page 124.

3. Robert Maynard Hutchins and Mortimer J. Adler are correct in maintaining that a love of great books and the ability to read books intelligently is the foundation of intellectual training. This is old Catholic doctrine, the rediscovery of which has won fame for non-Catholics of our own age. *LEPANTO GRAMMAR* does everything possible to make books lovable to children.

4. All activities demanded by a textbook should be (a) capable of producing the end sought, (b) interesting to children, (c) possible for the average teacher with average equipment and facilities, and (d) good preparations for later student and adult activities.

5. It is not enough to produce Catholic men and women who are learned but mute. We need men and women who can speak pleasingly and convincingly. Oral English is even more important than written English. Choral speaking in particular can make pupils sensitive and enthusiastic about speech; can change harsh, raucous, strident, and nasal voices into voices that are pleasing and agreeable; can restore to poetry its true rhythm.¹

6. Creative writing and oral expression are empty and therefore dangerous unless built upon a solid foundation of fundamental skills. Rules and drill, therefore, are indispensable. Rules and drill are not displeasing to children when they see a reason for them. Children enjoy meaningful repetition.

7. Formal grammar is a training in logic as well as a preparation for later work in language. Grammar should be taught functionally in the sense that rules are immediately illustrated and applied. Grammar should be presented in its completeness in the textbook, but each school will be governed by local conditions in determining the nature and the number of the topics to be taught.

8. A language series should help children appreciate the grandeur of their Catholic heritage and make them conscious of their privileges and duties as citizens.

Objectives

The objectives of *LEPANTO GRAMMAR* as a series are as follows:

1. To help children express themselves easily, naturally, and effectively in both oral and written form.

¹ See Sister M. Luke, C.S.A. "Speech Development through Choral Speaking." 1948 Convention Report, pages 221-25. Philadelphia: Catholic Educational Association of Pennsylvania, 1948.

2. To develop skill in the following, as valuable in themselves or as a preparation for future work:

announcements	conversation	panel discussions
book reports	debates	pantomimes
broadcasts	dramatizations	playwriting
choral speaking	forums	use of the telegraph
class newspapers	introductions	use of the telephone
club meetings	letter writing	verse writing

3. To train pupils to use a certain technique in composing a paragraph or a series of paragraphs.

4. To teach pupils how to improve their composition by (a) choice of words, (b) sentence structure, (c) order, and (d) simple rhetorical devices (surprise, climax, and so forth).

5. To develop love of good books, ability to read intelligently, and knowledge of how to use a library and its facilities.

6. To correlate language with other subjects—religion, history, geography, science, civics, arithmetic—by using material from these fields.

7. To develop a deeper appreciation of the dignity of being a member of the Catholic Church.

8. To encourage good citizenship.

9. To help children become more cooperative and agreeable members of the social group—at home, at school, in the neighborhood.

Methods

Perfect methods are simple methods, and there is not much to say about a simple thing. The method

of *LEPANTO GRAMMAR* can be summed up under four rules:

1. Introduce the activity pleasantly and in such a way as to furnish the necessary motivation. Provide an audience situation wherever possible, and make the setting as natural and lifelike as possible.

2. Supply a good model. *LEPANTO GRAMMAR* provides at least one good model for every activity of any kind.

3. Provide abundant suggestions for compositions and all other activities, keeping in mind the necessity of recognizing individual differences in ability, interests, and needs. *LEPANTO GRAMMAR* recognizes the *potential* as well as the *existent* interests of the child—particularly the potential interests of the Catholic child. Many assignments have to do with sacred history, the liturgy, and other cultural subjects.

4. Repeat the activity from year to year at a constantly ascending level until it has been thoroughly mastered.

Organization and style

1. LEPANTO GRAMMAR has a central theme that runs through all the books: training in language activities as a means of becoming an agreeable member of the group; confidence in one's own ability constantly to improve his powers; pride in being a Catholic and a citizen of his country; the enjoyment of the beautiful in literature, in nature, and in art.

2. The organization is *psychological* in that it recognizes how the child's mind works. Oral expression, for example, always precedes written expression, and cognizance is taken of the child's need of specific instructions. At the same time the organization is logical in so far as it should be logical; for example, in the books for Grades 5-8 everything on letter writing or on verbs will be found in one place. In the books for the lower grades, where children are less capable of sustained attention, smaller amounts of material are introduced at one time.

3. Beginning with the fifth year, the text is divided into two parts: Part One, Creative Activities, and Part Two, Grammar. The section on creative activities contains the core material out of which the child's English experiences evolve; the grammar section is a handbook of grammar and correct usage.

4. Activities are repeated from year to year at a constantly ascending level and new ones are added as the child progresses through the grades. The study of paragraphs and the writing of paragraphs, for example, are to be found in each of the books; debates and panel discussions are to be found only in eighth year.

5. The grammar section in each book is complete up to that year. There is no need to refer to earlier books for any rule of grammar. The sixth-year book, for example, contains everything presented in third, fourth, and fifth years, as well as the new material presented for the first time in sixth year.

6. The style is clear, intimate, and pleasing. The vocabulary, carefully checked, is always within the grade range.

PART ONE**THE LEPANTO GRAMMAR SERIES**

Many of the activities suggested in LEPANTO GRAMMAR appear in all the books of the series. The following suggestions will be helpful to those who are teaching the series, no matter what the grade. With each topic discussed is included a special bibliography on the subject. At the end of this manual will be found a general bibliography for teachers, pages 197-98, which contains references to works concerned with more than one phase of language teaching.

Oral English

Each book of the series begins with some simple activity involving oral English, which is designed to reach every pupil in the class. Each child should be made to feel that he is an important member of the group, that he has something to share with his classmates. In no sense should these activities take the form of formal speeches. They are on the whole representative of the experiences of pupils in other classes, at home, and on the playground. Good posture, clear enunciation, grammatical correctness, and courtesy are to be emphasized.

Courtesy is the unfailing characteristic of the saints, and the Catholic boy or girl must be trained in the standards of polite conduct which govern the behavior of the well-bred. Correct form and social graces are taught directly in introductions, conversations, the polite use of the telephone, and the efficient and correct taking of messages. Courteous manners are an essential part of such English activities as class conversations, the care and use of the book corner, and letters of thanks, acceptance, or regret. The teacher can use any cooperative work of the English class to teach gracious manners and accepted social usage.

Criticism of oral work should be constructive. The attitude of helping one another to improve the speech habits of all the pupils in the classroom should be developed. The children should be led to estimate the

excellence of their talks in terms of the effect upon the audience. Emphasis should be placed upon limiting the subject, upon talking about *one thing only*.

REFERENCES

- Sister Ann Catherine. "Oral Composition in the Middle Grades." *1948 Convention Report*, pages 229-31. Philadelphia: Catholic Educational Association of Pennsylvania, 1948.
Stresses three skills in the teaching of English: clear speech, correct speech, and composition.
- Hatfield, W. Wilbur, Chairman. *Experience Curriculum in English*. English Monograph No. 4, National Council of Teachers of English. New York: D. Appleton-Century Company, 1935. Chapter XIII, "Speech Experiences, Kindergarten—Grade 6," pages 138-58.
Creates numerous true-to-life situations in which pupils participate and experience the need for conversational skill.
- Miller, Sarah Lois. "Adding Interest to Review Lessons." *Social Education* 13:317-18, November 1949.
Offers interesting devices for review in English or any other subject by using panel discussions.
- National Education Association, Department of Elementary School Principals. *Role of Speech in the Elementary School*. Washington, D. C.: The Association, 1947. vi + 112p.
Discusses ways of vitalizing the curriculum through speech.
- Sister Pauline Marie, O.S.F. "Debating in the Upper Grades." *1948 Convention Report*, pages 208-13. Philadelphia: Catholic Educational Association of Pennsylvania, 1948.
Discusses personal experiences in conducting classroom debates.
- Ritter, E. L., and Shepherd, L. A. *Methods of Teaching in Town and Rural Schools*. New York: Dryden Press, 1942. Chapter Four, "Communication Skills," pages 114-18, 121-29.
Discusses situations which require verbal forms of social courtesy.
- Strickland, Ruth. *Language Arts in the Elementary School*. Boston: D. C. Heath and Company, 1951. Chapter 7, "Spoken Language in the Intermediate School," pages 118-59.
Stresses importance of spoken language as a means of communication and discusses language values in social studies, science, and arithmetic.
- Yoakam, Gerald A., and Simpson, Robert G. *Modern Methods and Techniques of Teaching*. New York: The Macmillan Company, 1948. Chapter XX, "Conversation and Discussion," pages 377-91.
Suggests methods of preparing pupils for and initiating conversation periods; discusses means of improving conversations.

Dramatizations Dramatizations are suggested in all the books of the series. In the lower grades they are necessarily short and simple; in the upper grades they may take the form of more lengthy presentations of a story or incident.

The teacher should at all times bear in mind the two chief purposes which dramatizations are intended to serve. The first of these purposes is to create a situation in which children express themselves orally and in which they find genuine pleasure. Such a situation presents unlimited opportunities for the development of desirable habits: the habit of distinct enunciation, the habit of courtesy, and the habit of spontaneous, unaffected, yet properly controlled expression of one's sincere feeling. The second of these purposes is training in ability to comprehend the complete thought and emotional content of a piece of literature, without which correct and effective dramatization is impossible.

The experienced teacher in the grades is aware that children as a rule are natural actors who throw themselves into dramatizations with boundless enthusiasm. If dramatizations cause children to enjoy more fully what they read, the teacher can afford to refrain from making too many suggestions concerning interpretation and from proposing too many rules. The test of a good dramatization is its sincerity, genuineness, and fidelity to life. "Is that what he would have said? Is that the way he would have looked?" are almost the only questions that need be asked in the effort to bring about improvement in original dramatizations at this level.

REFERENCES

- Burack, A. S., Editor. *One Hundred Plays for Children*. Boston: Plays, Inc., 1949. 886p.
Contains a varied collection of one-act plays for classroom and special assembly programs. The anthology includes plays for celebrating holidays and special occasions; historical plays; legends and fables.
- Sister M. Margaret, I.H.M. "Creative Dramatics in the Intermediate Grades." *1948 Convention Report*, pages 235-38. Philadelphia: Catholic Educational Association of Pennsylvania, 1948.
Sets forth the objectives and the advantages of creative dramatics.
- Trommer, Caroline J., and Regan, Teresa A. *Directing Language Power in the Elementary School Child*. New York: The Macmillan Company, 1933. Section II, "Dramatization in the Grades," pages 77-310.
Suggests methods of playmaking, presents detailed examples of classwork, and gives rules for actors and audiences.

GRAMMAR INTRODUCTION GRADES FOUR-SIX

	NOUNS	PRONOUNS	ADJECTIVES	VERBS	ADVERBS	PREPOSITIONS CONJUNCTIONS INTERJECTIONS	PHRASES	SENTENCES
GRADE IV	Definition Kinds: Proper Common		Words telling what kind	Action words				Definition Subject Predicate Kinds: Telling Asking Commanding Exclaiming
GRADE V	Singular Plural Uses of: Subject Direct object Predicate noun Direct address	Definition Personal Uses of: Subject Direct object Predicate pronoun	Definition Kinds: Descriptive Proper Common Limiting Predicate adjective Comparison of	Definition Verb phrases Kinds: Regular Irregular Transitive Intransitive Copulative Voice: Active Passive	Definition Kinds: Time Place Manner Comparison of	Definition Uses of conjunctions to connect: Subjects Predicates Objects Predicate nouns Predicate pronouns Predicate adjectives Modifiers	Definition Kinds: Adjectival Adverbial	Kinds: Declarative Interrogative Imperative Exclamatory Complete subject Complete predicate Compound elements Methods of completing: Direct object Predicate noun or pronoun Predicate adjective Compound object Natural order Transposed order
GRADE VI	Collective Modifications of: Person Number Gender Case Uses of: Apposition Possession Object of preposition Indirect object	Modifications of: Person Number Gender Case Declension Kinds: Interrogative Relative Use of: Object of preposition	Kinds limiting: Numeral Pronominal Demonstrative Possessive Articles	Tenses: Simple Compound Mood: Indicative Imperative Person and number Conjugation Synopsis	Kinds: Degree Affirmation Negation	Uses of conjunctions to connect: Phrases Clauses	Kind: Prepositional	Kinds: Simple Compound

Occasionally a work-type activity will be suggested as a teaching method. In a work-type activity the pupil applies himself to comprehending, memorizing, or mastering something which he needs to know for its functional value—a new word, a new rule, a new technique, or anything of the kind. The teacher's share in a work-type activity consists in explaining, developing, expanding, demonstrating, or consolidating the ideas or skills to be acquired by the pupils.

Introducing the book

OBJECTIVE: To introduce LEPANTO GRAMMAR, SIXTH YEAR.

Pupils are no doubt familiar with the Lepanto Grammar from preceding years. Point out the general organization of the book. As in the fifth-grade textbook, creative activities are in one section; grammar and usage in a second section; and diagrams, punctuation, and capitalization are in the appendix. Each section is divided into chapters—writing letters, books and dramatizations, nouns, pronouns, and so forth. This plan makes it easy to locate general topics. Call attention to the title page, the dedication, and the preface. *Nihil obstat* means "Nothing stands in the way." It is the report of an official examiner of books made to the bishop, who then says *Imprimatur*, "Let it be printed." Be sure that pupils know how to use the index.

The cover design may be used for purposes of motivation. The children may remember a radio broadcast in third year (pages 189-91) on the development of transportation by water. Up to the present time the boats pictured on the covers of their books have been sailboats. Now for the first time they have a steamboat—an early side-wheeler with auxiliary sails. Just as men could make long voyages faster and more easily in such a boat, so we should be able this year to make more rapid progress in English because of the good foundation that has been laid in the lower grades.

CHAPTER ONE · SPEAKING IN CLASS

Pages 3-6 Voyaging with Columbus

OBJECTIVE: To arouse interest in the new textbook through the reading of the poem "Columbus."

Interest pupils in the particular theme of LEPANTO GRAMMAR, SIXTH YEAR—perseverance in a long voyage that will lead to something well worth while. Discuss the picture on page 2. Present the poem "Columbus" for appreciation and as a means of motivation. Talk about the long and hazardous voyage

that lasted from August 3 to October 12, 1492, about the discouragement of the crew, about the bravery and faith of their leader. Have the class adopt the motto "Sail on!" for all the voyages to be made and the new lands to be discovered in their book.

Read the poem to the class and add the following questions to those in the textbook, pages 4-5: Did the voyage require a long time? (About two months) Who are the men that meet and speak on the deck of the *Santa Maria*? (The admiral and the mate) In which stanza does the mate say it is so lonely that even God seems gone? (Third stanza) Where does he speak of a tempest threatening them? (Fourth stanza) In which stanza does he say that the men are becoming mutinous? (Second stanza)

The author also makes the scene more vivid by comparisons and by reference to certain geographical places. The Azores are islands in the North Atlantic Ocean, about 800 miles off the coast of Portugal. The Gates of Hercules (or Pillars of Hercules) is another name for the Strait of Gibraltar. According to Greek mythology Hercules set up the two rocky headlands to mark the limits of the earth.

Vocabulary, page 5. Mutinous: rebellious, seditious; unfurled: loosed from a curled or folded state; spray: water in small drops as blown from waves; shoreless (sea): wide, open sea with no land bordering it; stout: brave, bold; wan: livid, pallid; naught: nothing; mate: a deck officer ranking below the captain; worn: exhausted; swarthy: dusky, of dark complexion; starlit: lighted by the stars; dread: inspiring fear or awe; blanched: pale, white; mad: angry; dawn: break of day; ghastly: deathlike, like a ghost in appearance.

Let the first lesson in choral speaking be an expressive reading of this poem "Columbus." The parts of Columbus and the mate should be assigned to individual pupils. (For a radio script based on the poem see Lee Irvin's *School Radio Club*, pages 71-76.)

Pages 6-8 Making announcements

OBJECTIVES: 1. To teach the pupils to make simple announcements. 2. To set standards for addressing the class.

These pages are devoted to the simple activity of making announcements. Let the class read the model silently; then discuss with the pupils the questions found immediately after the model. Eight rules for good speakers are offered. These rules should be studied, and frequent reference should be made to them during